



# HENLEY-IN-ARDEN SCHOOL

*Achieving Excellence Together*

<b>Name of Policy</b>	<b>Special Educational Needs Policy</b>	
<b>Lead</b>	Mrs C Grantham	
<b>Governor Committee</b>	Chair of Governors	
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# Special Educational Needs Policy

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## **Definitions of special educational needs and disabilities (SEND) taken from Section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them: provision that is different from or additional to that which is normally available in a differentiated curriculum. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Children and Families Act 2014 enacted on the 13th March came into force from the 1st September 2014 and the SEND Code of Practice accompanies this legislation. Henley-in-Arden School will have regard towards the Code of Practice when carrying out its duties towards all pupils with SEND and will ensure that parents / carers are informed that SEND provision is being made for their child.

Statements of Special Educational Needs, for those children with the most complex needs, have been replaced with an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway

The SEND Information Report, available via the school website, is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Warwickshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Information Report includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The report is reviewed and updated annually.

Students identified as having a Special Educational Need will be provided with intervention and / or support that is 'additional to or different from' the normal differentiated curriculum. Such support may be on-going or for a limited time period as required. Students with sensory and / or physical disabilities may require adaptations made as reasonable adjustments under the Equality Act 2010.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The Code of Practice which describes the four broad categories of need, communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

### **Communication and Interaction**

This refers to difficulties with speech, language and communication and how pupils communicate with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. Pupils with Autistic Spectrum Disorder, which includes Asperger's Syndrome and Autism are likely to have a particular difficulty with social interaction.

### **Cognition and Learning**

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills, or understanding new concepts.

A specific learning difficulty affects one or more aspects of learning, for example, dyslexia, dyscalculia and dyspraxia.

Learning difficulties cover a wide range of needs which can be moderate or severe where children are likely to need support in all areas of the curriculum. Some children may have Profound and Multiple Learning difficulties which are severe and complex as well as a physical disability or sensory impairment.

### **Social Emotional and Mental Health**

Difficulties with a wide range of social and emotional concerns. This may lead pupils to be withdrawn, isolated, display challenging, disruptive or disturbing behaviour. Mental health difficulties may include anxiety, depression, self-harming, substance misuse, eating disorders, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

This area of need also includes disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

### **Sensory and/or Physical**

Difficulties with vision impairment, hearing impairment, multi-sensory impairment, or a disability which might require special support and / or equipment to access learning or habitation support.

# Mission Statement

## 'Achieving Excellence Together'

As a small school, we pride ourselves in knowing our pupils and parents. We work hard to ensure each and every pupil achieves his or her potential by meeting their individual needs and personalising the curriculum. We provide high quality education that encourages creativity and supports excellence and achievement. High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something that is 'additional to and different from' what is provided for the majority of pupils: this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Our aim is to equip all young people to make the most of their abilities and the opportunities offered to become competent and confident world citizens. We want our students to be rational, independent thinkers who are sensitive, caring of others, willing to accept responsibility and who use their talents for the good of society as a whole. To that end, all students with special educational needs and disabilities will be fully included in the school community and supported to make successful educational transfers between educational establishments. This is a whole school responsibility and as such, requires a whole school response. Meeting the needs of pupils with SEND requires working in partnerships that include the Local Authority, school, pupils, parents / carers, children's services and other agencies.

At Henley-in-Arden School the principles of consideration, achievement, responsibility and endeavour underpin our central vision.

We aim to make education an enjoyable experience which will help develop a life-long love of learning. Henley aims to be a school where excellent relationships based on mutual respect provide a happy atmosphere in which pupils thrive.

Our Vision is achieved through the commitment and quality of the teachers and support staff, working in close partnership with parents in a caring and open manner. We celebrate achievement and believe young people flourish when there is security, good self-discipline and a strong code of conduct. We have the highest expectations of all members of our community.

## 1. Aims and objectives 'Every Teacher is a Teacher of SEN'.

### Aims:

To provide every child with access to a broad and balanced education and to ensure all pupils have access to the same opportunities for learning and social development. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We aim to promote independence, equality, well-being and consideration for others.

- Ensure that we celebrate the wide range of our students' achievement.

- Support all students to excel and fulfil their potential by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

## **Objectives:**

- Ensure the duties under the Equality Act 2010 for all pupils with disabilities are met.
- Enable all students with special educational needs to have their needs met.
- Have regard to the SEND Code of Practice (2014) for the identification, assessment, support and review of special educational needs.
- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCo.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning, developing a culture of inclusion, and ensuring pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the Head teacher/SEN Pastoral Manager/SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. This includes implementing a graduated response using Assess, Plan, Do, Review and setting individual learning outcomes based on prior attainment, high aspirations and the views of both the pupil and the family.
- Share good practice and expertise across the school and local learning community.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals.
- Make arrangements to support students with medical conditions, in accordance with the Medical policy.

## 2. Responsibilities for SEND provision

The persons responsible for overseeing the provision for children with SEN is Karen Ellis (SEND Pastoral Manager) Cheryl Grantham (SENCo) and Associate Head teacher. The Governing Body, Associate Head Teacher and SENCo will work closely together to ensure that this policy is working effectively.

The **Governing Body** endeavours to follow the guidelines as set out in the SEND Code of Practice (2014) to:-

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND coordinator, or SENCO.
- Inform parents/carers when they are making special educational provision for a child
- Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

**Associate Headteacher:** The Associate Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Associate Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Associate Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

**SENCo:** In collaboration with the Associate Headteacher and Governing Body, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy

- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Contributing to the in-service training of staff, providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching.
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Associate Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

#### **All Teaching and Non-Teaching Staff:**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

### **3. Arrangements for coordinating SEND provision**

The SENCo will hold details of all SEND support records such as the SEND Register, provision maps, strategy sheets and structured conversation minutes for individual pupils.



All staff can access the following documents electronically:

- A copy of the full SEND Register.
- A link to guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs or disabilities including pupil profiles and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

#### **4. Admission arrangements**

Pupils will only be refused admission to school where the school cannot meet the pupil's needs by making reasonable adjustments. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. Please refer to the School's Admission Policy.

#### **5. Identification of pupils needs**

##### **Identification:**

See definition of Special Educational Needs at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality First Teaching: 'The baseline of learning for all pupils'.

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.

6. In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents / carers.
7. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
8. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
9. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
10. Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all students.

When considering whether a pupil has a Special Educational Need many of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

## **6. SEND Support:**

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process, known as the graduated approach, indicated below:

- Assess
- Plan

- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

In identifying a child as needing SEND support the subject teacher, working with the SEND Team should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## **Plan**

When it is decided to provide a pupil with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, Associate Head teacher, SEND Pastoral Manager and parents to agree the adjustments, interventions and support that are required; the intended impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The tutor, Associate Head teacher and subject teachers remain responsible for working with the pupils on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SEND Pastoral Manager and / or SENCo.

In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary. Individual or small group tuition is available at times where it is felt that pupils would benefit from this provision.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SEND Pastoral Manager and / or SENCo will consult with parents for other flexible arrangements to be made.

## **Review**

Reviewing pupil progress will be made at termly data checks. The review process will evaluate the impact and quality of the support and interventions. The SEND Pastoral Manager and / or SENCo will revise the support in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

## **Exit Criteria**

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents / carers the pupil will be removed from the schools SEND register.

## **Referral for an Education, Health and Care Plan:**

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. The School will decide whether or not to proceed with this request based on outcomes from the graduated approach. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, the SENCo and the Associate Head teacher, if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including

- Parents
- Teachers
- SENCo
- SEND Pastoral Manager
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a panel of representatives from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

## **Education, Health and Care Plans (EHC Plan)**

1. Following Statutory Assessment, an EHC Plan will be provided by a Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

## **7. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and pupils are given an opportunity to evaluate the effectiveness of provision by means of an annual questionnaire. Parents and pupils are also able to give feedback as part the provision review processes.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Feedback from parents can be given at any time through email contact available on the school website.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEND Report. The evaluation is carried out by the SEND Pastoral Manager and SENCo in consultation with the Associate Head teacher. Information is gathered from different sources such as pupil and parent surveys/ teacher and staff surveys/ parents evenings/ consultation evening.

## **8. Working in partnerships with parents**

Henley in Arden School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SEND Pastoral Manager and / or SENCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## **9. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SEND Pastoral Manager or SENCo. Any relevant information regarding pupils with SEND is discussed and, where necessary, filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

## **10. Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

The SENCo will liaise with feeder school staff regarding needs and provision to ensure that the process of transition is smooth for pupils and parents / carers. Where a pupil has an EHC Plan, the SENCo will meet with parents and the feeder school SENCo to allow for continuity of relevant provision.

At post-16, the SEND Pastoral Manager and / or SENCo will supply information about provision to post-16 education providers.

## **11. Allocation of resources for pupils with SEND**

Resources are allocated to support children with identified needs as identified previously. Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes. This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.

Specialist equipment, books or other resources that may help the pupil are purchased as required.

## **12. In service training (CPD)**

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SEND Pastoral Manager and SENCo attends relevant SEND related courses, family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. All staff are offered training opportunities through a range of local agencies working with specific students at the academy. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO and the Senior Leadership Team ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.

External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy)

## **13. Funding**

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget.

Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource from the LA. The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authority's high needs block into the school's budget.

Personal Budgets are only available to pupils with an Education, Health and Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents / carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents / Carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCo.

## **14. Meeting Medical Needs**

See Supporting Pupils with Medical Needs policy

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way.

For those pupils with an Education, Health and Care plan (EHCP), this will be used as it brings together health and social care needs, as well as their special educational provision.

When children are in hospital or have long periods at home due to medical needs the school will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

## **15. Complaints procedure**

Refer to the School's Complaints Policy and Procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, who will be able to offer advice on formal procedures for complaint if necessary.

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfES Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Policy and Plan
- Teachers Standards 2012



## Useful Links

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Easy Read Guide for Parents

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Henley in Arden School SEND Information Report

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